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ABSTRACT

A needs assessment with a marketing approach was conducted of 603 Kent State University-Tuscarawas Campus (KSU-TC) students and 3,309 students in 19 high schools, with a secondary purpose of promoting closer ties between the KSU-TC community college and local high schools. College students, trained in social research, conducted the study and functioned as liaisons with the high school students, school superintendents, principals, counselors, and teachers to further promote the community college. Several unfulfilled needs were revealed: about 14% of the high school juniors and seniors who were not planning to attend college gave "lack of funds" as their main reason; over 85% were aware of the existence of the college, though less than 10% of the college-bound students expressed strong agreement with the claim that the college offered all the courses necessary for them to complete their first two years of college; in contrast, over 70% of the college students felt that their campus offered all the necessary courses. It is felt that the main value of the needs assessment program lies in the fact that it provides a low cost systematic procedure whereby any college or university may involve their students in a training project which will yield valuable information about the potential need of students within their area. Data tables, focusing on target groups to be informed of specific programs, the questionnaire, and a bibliography are included. (MB)

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KSU-TC NEEDS ASSESSMENT PROGRAM

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by

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INTRODUCTION: Purpose of Study

This study combines the objective of discovering the needs of current and potential college students with the goal of promoting closer ties between the two-year campus and area high schools. A marketing orientation led to the surveying of currently enrolled college students and juniors and seniors in nineteen schools. Analyses of data collected revealed information useful for enhancing conformity between the needs of current and potential students and college programs offered. This needs assessment program is shown to be adaptable to most institutions of higher learning.

GOALS OF KSU-TC NEEDS ASSESSMENT

The research discussed in this report had two major goals. First, it evaluated the college needs of major segments of the community containing potential students. Specifically, the college needs of high school juniors and seniors and college students in a rural area of eastern Ohio were measured. Second, this project sought to promote harmony among administrators, counselors, faculties and students of local high schools and the Tuscarawas Campus of Kent State University (KSU-TC).

Nurnberger (1974) noted that community colleges have an obligation to continually be aware of the needs of currently enrolled college students and segments of the community including large groups of potential students. Information about the desires of current students and potential students in the community at large provide a data base for the adjustment of present college programs to insure that they conform with needs and interests of current and potential students (Doi, 1973). That concern led to the first objective of this study: an assessment of the needs of potential students within the drawing area of KSU-TC. A needs assessment may provide information useful in assisting students through the transition from high school to college. An educational needs assessment of local public agencies and private businesses may provide insight to the kinds of programs needed in academic and technical areas (cf. Narara, 1975).

In order to fulfill its community responsibility, Begin (1975) noted that a major responsibility of the community college is to insure a warm relationship with all aspects of the community. This is especially important in regard to the colleges' relationship with local high school and current students and other segments of the community which contain high percentages of potential students. Contact must be developed and maintained with high school administrators, faculty, counselors, and students.

This is especially important in the relationship between the community college and high school counselors. While counselors are most concerned about the interests of their students, it is the custom in some parts of American society for counselors to pride themselves on the "prestige" of the schools to which they are able to send their students. All high school counselors within the drawing area of a community college must rank high as a potentially critical influence upon local college enrollment trends. In general, the community college has an obligation to create for itself a popular image in the community—especially for those who are most in need of the services it can provide.

In short, this project combined the objective of gaining an awareness of the needs of current and potential students with the goal of promoting closer ties between the community college and groups of potential students.

HISTORICAL AND THEORETICAL FRAMEWORK: A PERSPECTIVE ON THE MARKETING OF EDUCATION

By tradition, administrators of colleges and universities have assumed that students and their families bear the obligation of seeking out the institution of higher education most specifically suited to student needs and interests. This assumption arose in an era when few students continued their education beyond elementary school. In that time a university was chosen more on the basis of prestige than rational, practical considerations.

With the advancement of secondary education and growing percentages of students from all status levels continuing their education beyond high school, college-counseling has increased in importance. The responsibility for guidance through this transition has rested with the high school until the present decade. Numerous studies have repeatedly pointed out that the community college, and perhaps all universities, have an obligation to assist in guiding high school graduates, as well as potential students in other segments of the community, into appropriate college programs (Vavrek, 1976; Permut, 1974; Buchanan, 1974).

In this era of growing practicality, a time when a high percentage of students choose to attend college with an eye toward advancement to specific occupational positions, traditional assumptions may retard colleges and universities from insuring that they most adequately serve the needs of students.

For example, the tradition of choosing a college on the basis of prestige, rather than practical economic concerns, may be detrimental to students. A student from a low income family in a rural area may be drawn to a distant university where expenses are high rather than attending a community college much closer to home, where the costs may be less. In time such a student may discover that he is not adequately academically oriented in comparison with competition. Or, he may discover that he should be in a specialized program where the two-year degree would be terminal. He may discover that he would have been more sensible if he had attended his local community college at the outset.

The point is that students may make irrational choices because of tradition. And, college administrators may be influenced by traditions to render something less than the best possible community service of guiding high school students through the transition period from high school to their continued education in the academic, technical or vocational schools.

The community college is also responsible for scanning businesses, and public agencies for potential students who have a need for education not currently perceived.

Since the community college is seen as having the responsibility of guiding students to appropriate places of higher learning, a system must be developed to guide the provision of the public service. The system chosen by this research project is supported by the perspective of marketing. The needs assessment program discussed in this paper is the first aspect of the marketing program being developed by KSU-TC.

Marketing is not the same as selling. Selling places prime emphasis upon the commodity offered to the consumer. If the consumer does not already desire a product, he is persuaded to want and need it (Marcuse, 1964). In education this orientation might be exemplified by a continuing education program which creates a course, arranges a time slot and fee structure for it, and then seeks students to enroll in it. Marketing, in contrast, places prime emphasis upon satisfaction of desires and needs of consumers rather than simply promoting a product (Kotler, 1972). Educational marketing might be exemplified by a continuing education program which begins by determining what kinds of continuing education and specific courses are wanted and needed by specific groups and individuals in the community. Then programs and courses are created to coordinate with the specific requests of community members.

The perspective of marketing adds complexity to the traditional outlook on students. Colleges can no longer simply provide traditional courses to satisfy the needs of an insufficiently analyzed amorphous community population containing assorted potential students. That is not efficient enough for this era of education in America. A more active approach must be taken to draw more of the community to campuses.

Through the framework of marketing one is led to ask: What are the major segments of the community whose needs the community college is to fulfill? Currently enrolled college students and high school seniors are clearly major segments of the community for whom the community college fulfills needs. But, can all programs be geared toward just their interests? Or, are there identifiable potential students in public agencies, or local businesses? The marketing perspective forces one to look into the community for those groups and individuals who have need of the general kind of services provided by community colleges (Kotler, 1972). Once a segment of the community is identified as having a high need potential, a needs assessment program should be directed toward measuring their college orientations. One must determine exactly which individuals want what courses.

The needs assessment is to be followed by a careful planning program designed to provide a systematic communication network between community members and the community college. That communication network must serve as the resourse for preparing courses and as a vehicle for the last part of a marketing program–control of the marketing process. This last part of the program will serve to insure that proper coordination prevails between the needs assessment and the planning aspects of the marketing program.

So, in marketing we have the combination of performing a public service and promoting courses and programs. This report does not describe efforts to carry out a complete marketing program. It focuses only on the needs assessment aspect of such a program. That is, by conducting a needs assessment program under the guidance of marketing theory the above stated goals are accomplished, and a major portion of a marketing program is completed.

FINDING THE SAMPLE

A seminar composed of students concerned about social research was created. Conducted over a period of six months the course trained students in practical research skills. During the interviewing process, class members promoted the warmth of the relationship between KSU-TC and the community.

Brainstorming sessions in the seminar yielded distinct segments of the local community containing potential students. Ten of those groups were ranked according to their importance in providing students for this campus (See Table I). Current students were ranked as most important. High school seniors were selected because spring high school graduates represent the largest identifiable group of new students who enter KSU-TC each fall. High school juniors ranked seventh on the priority list, but for practical reasons their needs were assessed along with seniors. Nineteen high schools within the drawing area of KSU-TC were identified as major contributors (or potential contributors) of students to KSU-TC. Superintendents at each of these schools were contacted to gain permission to have all juniors and seniors complete a questionnaire during regular classroom hours under the guidance of research students from the seminar.

METHODS

Accurate reliable data were gathered on college needs of current KSU-TC and high school students. This was accomplished through the creation of questionnaires suited to measure the needs of each separate group (see Appendix B). 603 College students were surveyed in conjunction with the spring 1978 registration process. 3309 high school juniors and seniors filled out questionnaires suited to measure their needs. Names and addresses were requested on the questionnaires to facilitate the development of a marketing program.

Also, this needs assessment program is more than a cold scientific process. Seminar college students were involved directly in the research process under a variation of what Douglas (1977) has called "team research." Students selected because of their interest in social research and dedication to KSU-TC were brought face-to-face with 3309 high school students. In addition, research students were in frequent contact with high school superintendents, principals, counselors, and classroom teachers. These seminar students went into the field not only as researchers seeking data on potential student needs, but also as emissaries for the college campus.

FINDINGS ON STUDENT NEEDS

A needs assessment program does not generate grand general statements about groups under observation or the individuals who belong to them. Results of a needs assessment can only be valued in terms of the accumulation of detailed facts that illuminate and support the design of a well organized marketing program. This survey revealed several unfulfilled needs among the segments of the community which were investigated. For example:

About fourteen percent of the high school juniors and seniors who are not planning to attend college give "lack of funds" as the main reason for not attending (See Appendix A). This survey enables one to determine exactly who those students are. It provides the opportunity to establish direct contact with those students and their families and perhaps assist them with this problem. Many indicated present family incomes less than $10,000 and may be eligible for grant or loan programs.

Table I

Segments of population within the KSU-TC drawing area listed according to degree of importance to KSU-TC Needs Assessment

1. High school seniors
2. Present KSU-TC students
3. Joint Vocational School students
4. Public Service employees
5. High school guidance counselors
6. KSU-TC students who have transferred to another college or university
7. High school juniors
8. General community
9. Housewives
10. Potential employers of KSU-TC graduates

Over eighty-five percent of the high school students were aware of the existence of KSU-TC. However, less than 10% of the college bound students expressed strong agreement with the claim that KSU-TC offers all the courses necessary for them to complete their first two years of college. Almost 60% had no opinion. This would seem to indicate a substantial lack of awareness of programs offered at KSU-TC by students in surrounding high schools. In contrast, over 70% of current KSU-TC students felt that their campus offered all the courses necessary for the first two years of college. This implies that a method should be developed to better inform high school students of programs offered at KSU-TC.

Target groups who might be assisted through direct contact advertising can be noted throughout Appendix A. 38.3% of the high school students should be directly informed about technical program offerings, and 24.7% should be provided with information about current academic offerings at KSU-TC. Numerous other examples may be noted.

SUMMATION

The main value of the KSU-TC needs assessment program lies in the fact that it provides a low cost systematic procedure whereby practically any college or university may involve their students in a training project which will yield valuable information about the potential need of students within their drawing area. Adaptations in this program must be made to suit various segments of the population under consideration. Research techniques for assessing the needs of personnel in public and private community organizations would be very different from those used here to investigate college and high school students. But, the general steps outlined in this report may be used to determine the needs of any target group containing potential students.

APPENDIX A

KSU-TC EFFICIENCY ANALYSIS FIRST

DRAFT TABULATIONS OF RESPONSES

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July, 1978

Part I: ISOLATED HIGH SCHOOL STUDENT RESPONSE TABULATIONS

The following tables reflect frequencies of responses to selected items from a questionnaire completed by 3,309 high school juniors and seniors within the drawing area of the Tuscarawas Campus of Kent State University. Data were gathered in 19 high schools.

Table I

Age	Quantity	Percent
15	1	.0
16	6	.2
17	1156	35.8
18	1502	46.5
19	518	16.0
20	24	.7

Table 2

Year of Graduation	Quantity	Percent
Seniors - 1978	1497	46.5
Juniors - 1979	1690	52.5

Table 3

Prior awareness of KSU-TC	Quantity	Percent
Yes	2776	85.4
No	465	14.3

Table 4

Students who have visited KSU-TC	Quantity	Percent
Yes	1135	35.0
Nc	2103	64.7

Table 5

Have you or a member of your family ever taken a course at KSU TC?

.	H.S. student %	Family member %
Yes	3.4	20.1
No	95.8	79.6

Do you plan to attend college during the next few years?

Yes 59.8%, No 39.7%.

Table 6

High school students reasons for not planning to attend college

Reason	Percent
Lack of funds	13.6
No interest	44.2

Table 7

If you continue your education which of the following general kinds of programs would you take? Check one.

Program	Percent
Vocational (for example, auto mechanics, welding, meat cutting)	15.4
Technical (for example, secretarial, accounting, engineering, management, nursing)	38.3
Academic (for example, psychology, chemistry, math, art)	24.7
Other specify:_____	9.3
I do not intend to continue my education	11.8

The following statements were responded to only by high school students who indicated an intention to continue their education.

NEXT ARE STATEMENTS OF OPINION. To the right of each statement are numbers identifying degrees of opinion. Please indicate your DEGREE of agreement or disagreement with each of the statements by checking the appropriate box.

Do you strongly agree, moderately agree, have no opinion, moderately disagree or strongly disagree with each of the following statements?	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
The college I attend must be close to my current home.	11.3	20.6	26.1	25.7	16.0
I would be willing to drive ten miles or further to college three or four times a week.	20.8	38.3	16.4	14.1	10.2
KSU-TC offers all of the courses I will need to complete my first two years of college	9.3	17.2	55.1	8.3	10.0
It is important for me to attend a college where there are many extracurricular activities such as sports, parties, dances, etc..	23.2	30.4	24.7	15.5	6.0
I will need a large college library for programs I plan to take	12.5	30.3	40.6	13.3	3.2
It is important for me to go to a college where there are several thousand students	3.6	10.3	42.6	26.8	16.6
The reputation of the college I attend is more important than the cost of attending	12.3	25.2	28.3	20.8	13.1

PART II ISOLATED KSU-TU STUDENT RESPONSE TABULATIONS

The following tables reflect frequencies of responses to selected items from a questionnaire completed by 603 students at the Tuscarawas Campus of Kent State University. Data was gathered in conjunction with the Spring 1978 registration process.

Table 8

Age of KSU-TC Students	Quantity	Percent
Over 65	0	0.2
60-64	2	0.3
55-59	1	0.2
50-54	2	0.3
45-49	13	2.2
40-44	12	2.0
35-39	36	5.9
30-34	67	11.1
25-29	101	16.7
20-24	281	46.6
18-19	82	13.6
22.537 Med 20 Mode		

Table 9

Marital Status	Quantity	Percent
Married	213	35.3
Single	360	59.7
Other	27	4.5

Table 10

Political Orientation	Quantity	Percent
Conservative	245	47.5
Liberal	192	37.2
Other	70	13.6

Table 11

Employed Students	Quantity	Percent
Full time	210	34.0
Part time	203	33.7
Not employed	189	32.3

Table 12

Attending KSU-TC on Special Programs	Quantity	Percent
Yes	22	3.8
No	545	95.1

Table 13

Type of Student	Quantity	Percent
Full time	336	55.7
Part time	259	43.0
Continuing Education	6	.2

Table 14

College G.P.A.	Quantity	Percent
3.0-4.0	191	35.1
2.0-3.0	295	54.2
Below 2.0	50	9.2

Table 15

College Degrees Held	Quantity	Percent
Yes	50	9.5
No	458	79.0

Table 16

College Credits Held	Quantity	Percent
0-49	278	47.8
50-99	174	29.9
100-149	81	13.9
150-199	24	4.1
Over 200	21	3.6

Table 17

Receiving Financial Aid?	Quantity	Percent
Yes	198	34.8
No	363	63.8

Table 18

Year of High School Graduation	Quantity	Percent
1969 or Earlier	156	25.9
1970	27	4.5
1971	22	3.6
1972	28	4.6
1973	34	5.6
1974	35	5.8
1975	63	10.4
1976	107	17.7
1977	106	17.6
1978	13	2.2

Table 19

What high school did you graduate from?

School	Quantity	Percent	School	Quantity	Percent
Ridgewood	32		Strasburg	Data temporarily unavailable	
New Philadelphia	126		West Holmes		
Dover	78		I.V. North		
Claymont	53		I.V. South		
Tuscarawas Valley	22		Conotton V.		
Carrollton	12		Lakeland		
Central Catholic	17		Jewett-Scio		
Coshocton	11		Hiland		
Garaway	12		Sandy V.		
Newcomerstown	24		Ohter		

Table 20

Number of Organizations KSU Students belong	Quantity	Percent
0	390	64.7
1	130	21.6
2	49	8.1
3	20	3.3
4	8	1.3
5	4	.7
6	1	.2
9	1	.2

Table 21

I am attending KSU-TC because: Rank the three most important, with number 1 being the most important

Reason for attending	1st%	2nd%	3rd%
It is inexpensive	12.1	20.4	16.4
It is close to my home	42.6	25.4	13.4
It offers the courses I need	18.6	25.2	17.4
I think it is a good school	6.5	9.3	20.6
It was the only school available	2.8	4.5	5.8
My employer wants or requires me to attend.	1.0	1.0	1.0
I would like to get some education before attending a larger university.	9.6	4.5	9.8
Other, specify	1.5	.7	3.0

NEXT ARE STATEMENTS OF OPINION. To the right of each statment are numbers identifying degrees of opinion. Please indicate your DEGREE of agreement or kisagreement with each of the statements by checking the appropriate box.

Do you strongly agree, moderately agree, have no opinion, moderately disagree or strongly disagree with each of the following statements?

	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
	1	2	3	4	5
Recent conflicts concerning the building of the gym annex on the Kent State main campus have hurt the reputation of KSU-TC.....	17.6	26.7	22.6	17.9	10.6
The KSU-TC faculty is very competent.....	22.4	50.1	19.7	4.6	1.2
The courses I need are generally available here.....	20.4	49.1	4.6	12.1	7.0
Maintenance personnel are dedicated, hardworking, and keep the school clean.....	41.3	36.2	16.7	2.8	1.5
The people I have dealt with while enrolling and getting my program adjusted here are pleasant and helpful.....	45.6	39.1	8.1	4.1	1.8
The people who plan the operation of this campus are doing a good job.....	28.2	41.1	20.6	6.5	2.3
The librarians are courteous and helpful.....	18.7	32.3	27.5	12.3	8.0
The library has most of the books that I need for my courses.....	21.4	41.3	23.5	9.1	3.0
The school newspaper is adequate for this school.....	11.1	32.3	43.4	6.6	4.6
The student activities council provides interesting social activities.....	10.9	24.4	47.1	9.3	3.5
Financial aid is easily available to those who want it.....	12.6	24.7	43.8	10.6	6.6

What kind of social activities would you like to see more of on this campus? Suggestions = 163 No Suggestions = 440

PART III COMBINED HIGH SCHOOL AND KSU-TC STUDENT RESPONSE TABULATIONS.

The following tables reflect frequencies of responses to selected items from questionnaires completed by 3,309 high school juniors and seniors within the drawing area of the Tuscarawas Campus of Kent State University and 603 students enrolled in the Spring quarter of classes at that campus.

Table 22

	High School Students		KSU-TC Students	
Sex	Quantity	Percent	Quantity	Percent
Male	1594	49	245	40.6
Female	1659	51	356	59.0

Table 23

	High School Students		KSU-TC Students	
High School G.P.A.	Quantity	Percent	Quantity	Percent
3.0-4.0	1203	40.9	259	45.8
2.0-3.0	1368	46.6	246	43.5
below 2.0	341	11.6	49	8.7

Table 24

	High School Students		KSU-TC Students	
Family Income	Quantity	Percent	Quantity	Percent
Under $5,000	99	3.6	31	5.1
$5000-10,000	408	15.0	86	14.3
$10000-20,000	1356	49.8	287	47.6
$20000-30,000	610	22.4	97	16.1
over $30,000	224	8.2	43	7.1

Table 25

Educational Objectives	High School Students Percent	KSU-TC Students Percent
High School	36.2	0.0
2 year college	16.6	29.2
4 year college	38.6	41.8
Masters	4.6	19.3
Doctorate	2.4	5.3

Table 26

Mother's Education	High School Students Percent	KSU-TC Students Percent
Less than Grade School	1.5	2.3
Grade School	13.1	11.4
High School	68.3	66.2
2 yr. college	7.3	1.0
4 yr. College	8.4	5.6
Masters	1.2	.3
Doctorate	.2	7.8

Table 27

Father's Education	High School Students Percent	KSU-TC Students Percent
Less than Grade School	2.0	3.2
Grade School	16.9	17.1
High School	59.3	53.7
2 yr. college	7.2	8.7
4 yr. college	11.0	9.1
Masters	2.3	2.3
Doctorate	1.1	1.2

Table 28

Children in Family	High School Students Percent	KSU-TC Students Percent
1	3.7	8.8
2	17.4	21.6
3	25.3	24.2
4	22.7	17.6
5	14.8	12.3
6	7.8	3.2
7	3.2	3.3
8	2.3	1.3
9	1.4	.5
10 or more	1.5	2.5

Table 29

When you look into your future, what do you estimate your annual income will be:

Five Years From Now	High School Students	KSU-TC Students
Under $5,000	8.9%	1.5%
$5,000-$10,000	35.9%	18.6%
$10,000-$20,000	43.2%	51.4%
$20,000-$30,000	8.3%	15.3%
Over $30,000	2.9%	4.3%

Ten years From Now	High School Students	KSU-TC Students
Under $5,000	1.6%	0.0%
$5,000-$10,000	10.0%	3.0%
$10,000-$20,000	34.5%	?
$20,000-$30,000	33.1%	21.7%
Over $30,000	14.4%	12.3%

Table 30

Check the kind of occupation you expect to have most of your life.

Occupation	High School Students Percent	KSU-TC Students Percent
Farmer	3.6%	.8%
Factory, mine, or industrial worker	12.0%	2.2%
Manager or administrator in business or government	6.9%	14.3%
Office worker	10.7%	8.0%
Businessman (owner, Operator)	9.2%	7.8%
Doctor, Lawyer, professor or other professional	14.3%	24.9%
Homemaker (housewife)	10.0%	4.5%
Teaching	6.4%	14.8%
Other specify _____	27.0%	18.2%

Table 31

Response	Which of the following factors would most influence you to attend college (Rank the three most important with Number 1 being the most important.) High School Students			Which of the following factors most influnced you to attend college? (Rank the three most important with number 1 being the most important) KSU-TC Students		
	1st %	2nd%	3rd%	1st%	2nd %	3rd%
Your higher earning potential after college	31.9%	21.9%	14.7%	28.2%	27.5%	18.1%
Your parents' and other relations' influence upon your future	8.9	17.4	18.7	7.6	15.4	15.1
Your concern for personal self-development	32.6	25.4	15.0	48.4	23.2	10.4
A better opportunity to meet interesting people	4.8	15.9	21.4	1.7	8.1	17.2
Your desire to help make a better society for others	5.1	8.7	14.5	4.3	10.3	16.6
Your friends	2.0	5.8	8.4	.5	1.7	6.0
Other influences, specify _____	3.9	1.8	2.5	3.5	1.7	3.2
Nothing would influence me to attend college	10.2	.7	3.5			

Table 32

What do you feel is the most sensible thing for you to do after completing high school? (Rank the three most important things with number 1 being the most important.)

What is the most sensible thing for people from the local area to after completing high school? (Rank the three most important things with number 1 being the most important.)

Response	High School Students			KSU-TC Students		
	1st %	2nd %	3rd%	1st%	2nd%	3rd%
Get married	6.1%	14.3%	25.7%	4.5%	4.6%	13.1%
Get a job and not attend college	21.6	10.9	7.2	1.7	2.5	2.5
Get specialized vocational training (for example: beautician, mechanic etc)	9.1	10.9	10.4	4.3	10.6	16.1
Work for a couple of years and then attend college	6.4	7.0	8.9	13.1	8.0	9.3
Attend a four-year college or university in Ohio	24.7	8.8	3.9	22.9	14.9	11.9
attend a two-year college or university branch	7.8	11.7	7.2	15.4	21.1	8.8
Attend college in some other state	4.5	9.3	4.7	2.0	4.0	4.5
Work part time and continue my education	11.2	18.6	17.0	24.7	16.1	12.8
Join Military service	4.0	4.2	7.6	3.0	3.3	3.8
Other specify _____	4.9	4.4	7.6	4.3	1.3	3.6

21.

NEXT ARE STATEMENTS OF OPINION. To the right of each statement are numbers identifying degrees of opinion. Please indicate you DEGREE of agreement or disagreement with each of the statements by checking the appropriate box.

Do you strongly agree, moderately agree, have no opinion, moderately disagree, or strongly disagree with each of the following statements?

1. I want to move away from this area with in the next few years.
2. Most of the comment I have heard about KUSTC have been favorable.
3. From what I have heard, courses at KSUTC are taught just as well as those taught at other colleges and universities.
4. Association of KSUTC with Kent State is desirable because of Kent's experience, and our opportunity to use the high quality facilities on the main campus.
5. Kent State University provides as high a quality education as most other major American universities.
6. Recent conflicts concerning the building of the gym annex on the Kent State main campus have hurt the reputation of KSUTC.
7. Four-year colleges have more prestige than two-year colleges.

	High School Students					KSU-TC Students				
	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
	1	2	3	4	5	1	2	3	4	5
Question No. 1.	23.5	28.5	20.7	16.6	10.6	19.2	23.5	21.6	18.2	16.1
2.	10.6	38.4	42.7	5.4	2.7	17.6	52.1	14.4	11.4	3.0
3.	12.0	32.8	48.6	3.8	1.5	29.7	45.4	16.3	6.1	1.0
4.	7.9	28.9	57.6	4.1	1.5	24.0	37.5	28.0	6.5	2.2
5.	10.3	38.8	40.6	7.8	2.4	25.9	45.8	20.9	5.0	1.0
6.	20.7	22.8	30.6	16.8	9.0	17.6	26.9	22.6	17.9	10.6
7.	17.9	26.1	33.0	15.5	7.5	22.4	30.2	25.0	14.1	7.3

8. As far as one's career is concerned, it doesn't make too much difference where a person gets his first two years of college.

9. It is better to get an Associate Degree at a two-year college than to complete two years at a four-year college not offering an Associate Degree.

10. Persons with a two-year Associate Degree get better jobs than persons with just a high school diploma.

11. My ability to get a job will increase with the amount of education I get.

12. The only way I could continue my education is through obtaining some form of financial aid (government loans, scholarships, etc.)

13. Federal, state, and local taxes should finance all costs (except for books and small fees) for the first two years at all public colleges and universities in Ohio.

14. The higher the college tuition, the better the quality of education provided.

15. I enjoyed reading most of the assigned high school textbooks.

	High School Students					KSU-TC Students				
	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree	Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
	1	2	3	4	5	1	2	3	4	5
8.	7.1	20.1	20.2	29.0	23.5	13.1	30.7	19.6	21.9	13.4
9.	19.0	29.7	41.7	6.5	3.0	26.0	31.7	27.9	8.0	5.0
10.	22.5	36.2	24.4	11.3	5.5	31.7	41.0	15.9	3.0	2.5
11.	36.8	36.1	13.0	9.7	4.3	43.9	39.3	8.8	5.1	1.8
12.	23.0	22.9	25.2	16.2	12.6	17.4	17.2	24.0	18.7	21.1
13.	19.8	25.7	35.3	11.6	7.5	17.1	21.1	25.0	17.4	17.6
14.	3.9	9.9	23.6	32.2	30.2	2.2	5.6	13.8	32.8	44.4
15.	3.6	21.6	24.3	26.8	23.6	8.1	30.2	29.7	22.9	9.8

16. I like courses in which I just have to take notes while the instructor lectures rather than courses in which I have to become more involved.

17. I like courses in which controversial subjects are discussed.

18. Most people in authority are not concerned about those under them.

19. People who place the needs of others before their own lead happier and more fulfilling lives.

20. I would get the best education at a small campus where there is a low faculty/student ratio.

	High School Students					KSU-TC Students				
	1 Strongly Agree	2 Moderately Agree	3 No Opinion	4 Moderately Disagree	5 Strongly Disagree	1 Strongly Agree	2 Moderately Agree	3 No Opinion	4 Moderately Disagree	5 Strongly Disagree
16.	8.7	17.3	21.9	26.5	25.4	3.2	13.8	18.9	39.0	25.9
17.	29.6	41.2	20.8	5.7	2.4	20.4	49.9	29.7	5.5	1.7
18.	9.0	4.0	33.4	26.0	9.9	5.6	23.1	24.4	54.4	10.6
19.	23.5	10.0	27.4	11.8	7.1	16.6	32.7	21.1	19.2	8.5
20.	17.2	34.6	32.0	11.9	4.0	21.4	37.0	20.6	14.3	5.1

APPENDIX B

HIGH SCHOOL STUDENT QUESTIONNAIRE

KSU-TC EFFICIENCY ANALYSIS

Research Department
Kent State University
Tuscarawas Campus

Fill in each blank with an accurate response:

(1) Sex: Male _____ Female _____

(2-7) What is your date of birth? Mo _____ Day _____ Year _____

(12) Approximate high school grade point average: _____

(13) Expected date of high school graduation: Mo ____ Year _____

(14) Highest level of education you plan to achieve: _____

(15) Including yourself, how many children are there in your family? _____

How much education have your parents had?

(16) Mother _____

(17) Father _____

(18) Below is a list showing different family annual incomes. Check the group your family is in.

a. _____ under $5,000
b. _____ $5,000 to $10,000
c. _____ $10,000 to $20,000
d. _____ $20,000 to $30,000
e. _____ over $30,000

(19) Before getting this questionaire, were you aware that we have a local branch of Kent State University (KSU-TC) in New Philadelphia? Yes _____ No _____

(20) Have you ever visted the KSU-TC campus? Yes _____ No _____

(21-24) What do you feel is the most sensible thing for *you* to do after completing high school? (Rank the three most important things with number 1 being the most important.) READ ALL OF THE RESPONSES BEFORE SELECTING THE MOST IMPORTANT.

a. _____ get married
b. _____ get a job and not attend college
c. _____ get specialized vocational training (for example: beautician, mechanic, etc.)
d. _____ work for a couple of years and then attend college
e. _____ attend a four-year college or university in Ohio
f. _____ attend a two-year college or university branch
g. _____ attend college in some other state
h. _____ work part time and continue my education
i. _____ join military service
j. _____ other, specify: _____

(25-28) Which of the following factors would most influence *you* to attend college? (Rank the three most important with number 1 being the most important.) READ ALL OF THE RESPONSES BEFORE SELECTING THE MOST IMPORTANT.

a. _____ your higher earning potential after college
b. _____ your parents' and other relations' influence upon your future
c. _____ your concern for personal self-development
d. _____ a better opportunity to meet interesting people
e. _____ your desire to help make a better society for others
f. _____ your friends
g. _____ other influences, specify: _____
h. _____ nothing would influence me to attend college

NEXT ARE STATEMENTS OF OPINION. To the right of each statement are numbers identifying degrees of opinion. Please indicate your DEGREE of agreement or disagreement with each of the statements by checking the appropriate box.

Do you strongly agree, moderately agree, have no opinion, moderately disagree or strongly disagree with each of the following statements?

		Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
		1	2	3	4	5
(29)	I want to move away from this area within the next few years					
(30)	Most of the comments I have heard about KSU-TC have been favorable					
(31)	From what I have heard, courses at KSU-TC are taught just as well as those taught at other colleges and universities					
(32)	Association of KSU-TC with Kent State is desirable because of Kent's experience, and our opportunity to use the high quality facilities on the main campus.					
(33)	Kent State University provides as high a quality education as most other major American Universities					
(34)	Recent conflicts concerning the building of the gym annex on the *Kent State main campus* have hurt the reputation of *KSU-TC*					
(35)	Four-year colleges have more prestige than two-year colleges.					
(36)	As far as one's career is concerned, it doesn't make too much difference where a person gets his first two years of college.					
(37)	It is better to get an Associate Degree at a two-year college than to complete two years at a four-year college not offering an Associate Degree.					
(38)	Persons with a two-year Associate Degree get better jobs than persons with just a high school diploma					
(39)	My ability to get a job will increase with the amount of education I get					
(40)	The only way I could continue my education is through obtaining some form of financial aid (government loans, scholarships, etc.)					
(41)	Federal, state and local taxes should finance all costs (except for books and small fees) for the first two years at all public colleges and universities in Ohio					
(42)	The higher the college tuition, the better the quality of education provided.					
(43)	I enjoyed reading most of the assigned high school text books					
(44)	I like courses in which I just have to take notes while the instructor lectures rather than courses in which I have to become more involved.					
(45)	I like courses in which controversial subjects are discussed.					
(46)	Most people in authority are not concerned about those under them.					
(47)	People who place the needs of other before their own lead happier and more fulfilling lives					

Please fill in an appropriate response to the next few questions:

(48) If you continue your education which of the following general kinds of programs would you take? Check one.

a. _____ Vocational (for example, auto mechanics, welding, meat cutting)
b. _____ Technical (for example, secretarial, accounting, engineering, management, nursing)
c. _____ Academic (for example, psychology, chemistry, math, art)
d. _____ Other specify:
e. _____ I do not intend to continue my education.

When you look into your future, what do you estimate your annual income will be:

(49) Five years from now

a. _____ under $5,000
b. _____ $5,000 - $10,000
c. _____ $10,000 - $20,000
d. _____ $20,000 - $30,000
e. _____ over $30,000

(50) Ten years from now

a. _____ under $5,000
b. _____ $5,000 - $10,000
c. _____ $10,000 - $20,000
d. _____ $20,000 - $30,000
e. _____ over $30,000

(51) Check the kind of occupation you expect to have most of your life.

a. _____ farmer
b. _____ factory, mine, or industrial worker
c. _____ manager or administrator in business or government
d. _____ office worker
e. _____ businessman (owner, operator)
f. _____ doctor, lawyer, professor, or other professional
g. _____ homemaker (housewife)
h. _____ teaching
j. _____ other, specify _____

(52-53) Have you or a member of your family ever taken a course at KSU-TC?

You: Yes _____ No _____

Family Member: Yes _____ No _____

(54) Do you plan to attend college during the next few years? Yes _____ No _____

(55) If you answered "no" to question (54) indicate your reasons for not planning to attend college (for example, lack of funds, no interest, etc.). _____

_____

If you answered "no" to question (54) STOP HERE.

IF YOU ANSWERED "YES" TO QUESTION (54) CONTINUE!

NEXT ARE STATEMENTS OF OPINION. To the right of each statement are numbers identifying degrees of opinion. Please indicate your DEGREE of agreement or disagreement with each of the statements by checking the appropriate box.

Do you strongly agree, moderately agree, have no opinion, moderately disagree or strongly disagree with each of the following statements?

		Strongly Agree	Moderately Agree	No Opinion	Moderately Disagree	Strongly Disagree
		1	2	3	4	5
(56)	The college I attend must be close to my current home.....					
(57)	I would be willing to drive ten miles or further to college three or four times a week.....					
(58)	KSU-TC offers all of the courses I will need to complete my first two years of college.....					
(59)	I would get the best education at a small campus where there is a low faculty-student ratio.....					
(60)	It is important for me to attend a college where there are many extracurricular activities such as sports, parties, dances, etc.....					
(61)	I will need a large college library for programs I plan to take.....					
(62)	It is important for me to go to a college where there are several thousand students.....					
(63)	The reputation of the college I attend is more important than the cost of attending.....					

Thank you for helping your local branch of Kent State University improve it's service to you and your community.

KSU-TC College Courses Predictive Sheet

Research Department
Kent State University
Tuscarawas Campus

(77-80) Case No. _____
(75-76) Interviewer No. _____
(73-74) School _____

Name _____ Address _____

(1) Sex: Male ____ Female ____
(2-7) Date of Birth: Mo _____ Day _____ Year _____
(8) Expected date of high school graduation: Mo _____ Year _____

Circle any of the following college courses that you might someday take for self-development, enjoyment, or advancement of your educational career.

(10) Accounting
(11) Agriculture
(12) Anthropology
(13) Architecture
(14) Art
- Drawing
- Painting
- Sculpture

(15) Astronomy
(16) Biology
- Botany
- Zoology

(17) Business Administration
- Advertising

(18) Office Administration
(19) General Secretarial
(20) Office Services
(21) Office Management
- Marketing

(22) Public Administration
(23) Business Management
(24) Banking and Finance
(25) Chemistry
- Inorganic
- Organic

(26) Criminology
- Criminal Justice
- Law Enforcement
- Deviance

(27) Economics
- Macro
- Micro

(28) Education
- Elementary
- Secondary

(29) Engineering Technology
- Civil Engineering

(30) Climate Control (Refrigeration)
- Computer
- Aerospace

(31) Electrical/Electronic
(32) Industrial
(33) Mechanical
(34) English
- Literature
- Composition
- Grammar

(35) Forestry
- Wildlife Conservation
- Forest Ranger

(36) Foreign Languages
- French
- German
- Italian
- Spanish
- Other, _____

(37) Geography
(38) Geology
- Earth Science
- Physical Geology

(39) History
- American
- World

(40) Home Economics
(41) Journalism
(42) Library Science
(43) Mathematics
- Pure (Algebra, Calculus)
- Technical (Business, Engineering)

(44) Music
- Appreciation
- Training

(45) Nursing and Allied Health Services
- Medical-Surgical
- Lab Assistant
- Psychiatric Nursing
- Radiology
- Dental Technician

(46) Philosophy
(47) Physical Education
- Baseball, Basketball, Tennis, Soccer, Golf, Track, Dance, Football, Wrestling, Karate, Skiing, Swimming, Bowling, Volleyball, Billiards, Jogging, Skating, Horseback Riding, Fencing, Weight Lifting

(48) Physics
- Technical
- General

(49) Political Science
- American Government
- Comparative Politics
- Political Theory

(50) Pre-Professional
- Law
- Medicine
- Pharmacy

(51) Psychology
- Motivation
- Adjustment

(52) ROTC (Military Science)
(53) Sociology
- Marriage and Family
- Social Problems
- Social Work

(54) Speech
- Theatre
- Voice and Diction

(55) Continuing Education--(non-credit college courses)
- Real Estate
- Comparative Religion
- Photography
- Investments, Stocks, etc.
- Home Decorating
- Disco Dancing
- Learning Bridge
- Antique Collecting
- Boating Safety
- Self Defense
- Meet Your Local Government Officials
- Income Tax Preparation
- Flying School
- Dieting
- Transcendental Meditation
- Salesmanship
- Hotel-Motel Management
- Astrology
- Creative Needlework
- Introduction to Wine
- Yoga
- Handwriting Analysis
- Biorythms
- Smoking Clinic
- Assertiveness Training

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